



## Belle Hall Elementary

385 Egypt Road  
Mt. Pleasant, SC 29464

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	733 Students	
<b>Principal</b>	Kevin Conklin	843-849-2841
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent</b>
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Good
2004	Excellent	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

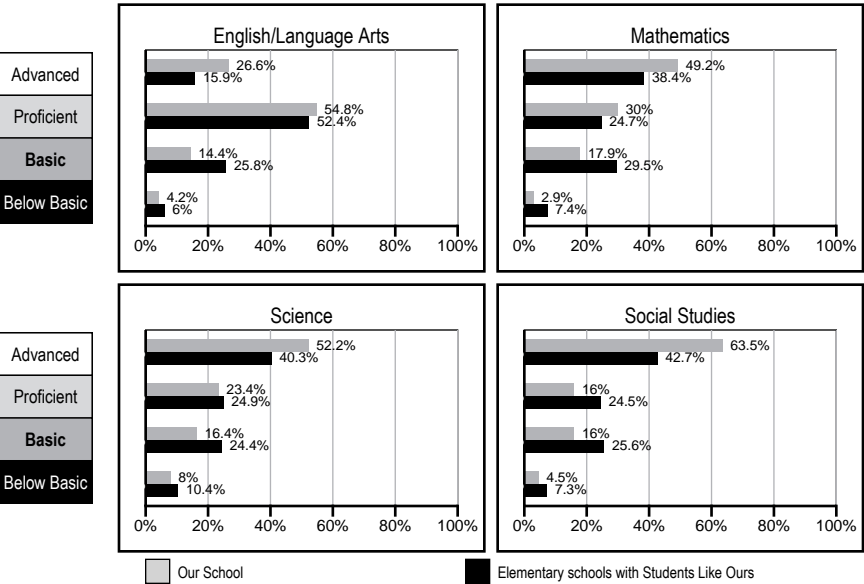
Percent of students tested in 2007-08 whose 2006-07 test scores were located 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	7	0	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=733)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 2.7%	1.0%	2.3%
Attendance rate	97.0%	Up from 96.7%	97.0%	96.3%
Eligible for gifted and talented	35.6%	Down from 37.0%	29.2%	10.4%
With disabilities other than speech	5.2%	Down from 6.2%	4.4%	7.5%
Older than usual for grade	0.5%	Up from 0.2%	0.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	59.3%	Up from 58.6%	62.1%	56.7%
Continuing contract teachers	87.0%	Down from 87.9%	83.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 89.6%	84.9%	86.4%
Teacher attendance rate	96.5%	Down from 97.2%	95.5%	94.9%
Average teacher salary	\$47,888	Up 6.8%	\$47,953	\$45,345
Professional development days/teacher	6.8 days	Down from 15.8 days	10.0 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.2 to 1	20.0 to 1	18.5 to 1
Prime instructional time	93.1%	Down from 93.5%	90.7%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,750	Up 10.4%	\$6,296	\$7,052
Percent of expenditures for instruction*	75.9%	Up from 75.2%	68.9%	69.1%
Percent of expenditures for teacher salaries*	57.9%	Down from 71.0%	63.0%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

The information in this report card reflects PACT testing results and School Climate Surveys of parents in grade five for the Spring of 2008. We are extremely proud of our students' performance and achievement levels on the PACT. We continue to place academics and student achievement as our first priorities. We provide a safe and nurturing environment that promotes character development through regularly scheduled guidance classes. Our curriculum is rigorous with challenging activities for students as they grow and stretch their minds. Belle Hall is a successful school that benefits from the hard work and determination of our students, teachers, parents, and staff. We received the 2007 Palmetto Gold Award, which is based on exemplary student achievement. This is the sixth year in a row that we have received this designation. Many thanks to all of those who helped us attain these goals!

The mission of Belle Hall Elementary is to develop skilled, respected, independent seekers of knowledge by providing a rich, diverse, and challenging curriculum. We serve an ethnically diverse population of 725 students in grades Child Development through the 5th grade. 82% of the population is white, and 18% is non-white. Instructional programs include all special education services, Reading Recovery, Gifted and Talented, fine arts, computer, guidance, Accelerated Reader, chorus, handbells, and regular intervention groups for students needing academic assistance. Students may also participate on the track team, basketball team, softball team, and tennis team. Students in 2nd through 5th grades may qualify for the Gifted and Talented program. This year over 30% of our children participated in this program. We strive to maintain low numbers in 1st grade, with less than 20 in most classes. Second and third grades maintain an average 24:1 student-teacher ratio. Less than 1% of our teachers choose to leave Belle Hall, and over 80% of our teachers hold a Master's Degree or above. Belle Hall teachers currently average 20 years of teaching experience, with three holding National Board Certification. Adequate time for teacher planning and training can, at times, be barriers to meeting the needs of students.

The Belle Hall journey continues to meet the needs of all children, enabling them to be successful, happy learners.

Terri H. Nichols, Principal  
Trisha Newitt, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	105	83
Percent satisfied with learning environment	100.0%	93.3%	97.6%
Percent satisfied with social and physical environment	100.0%	92.4%	98.8%
Percent satisfied with school-home relations	100.0%	95.2%	96.3%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	327	100	4.1	15	54.5	26.3	88.4	53.5	48.2	Yes	Yes
Gender											
Male	168	100	5.5	20.2	55.2	19	84.7	47.3	41.7	N/A	N/A
Female	159	100	2.6	9.6	53.8	34	92.3	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	278	100	2.2	10	57.2	30.6	93.4	77.6	60	Yes	Yes
African American	40	100	17.5	47.5	35	0	55	32.1	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	27	100	38.5	19.2	34.6	7.7	50	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	35	100	20.6	44.1	29.4	5.9	55.9	33	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	327	100	2.8	18.2	30.7	48.3	86.8	49.7	45.8	Yes	Yes
Gender											
Male	168	100	3.1	22.1	27.6	47.2	84	49.5	45.6	N/A	N/A
Female	159	100	2.6	14.1	34	49.4	89.7	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	278	100	1.8	11.8	32.8	53.5	93.4	75.6	59	Yes	Yes
African American	40	100	10	62.5	17.5	10	40	26.2	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	27	100	30.8	19.2	30.8	19.2	57.7	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	35	100	11.8	55.9	17.6	14.7	41.2	28.3	31.4	I/S	I/S

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	212	100	8.2	16.4	24.2	51.2	75.4	39.2	35.7	97	96
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Gender

Male	115	100	9.9	18.9	25.2	45.9	71.2	40.8	37.4	96.9	95.8
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Female	97	100	6.3	13.5	22.9	57.3	80.2	37.6	33.8	97.1	96.1
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Racial/Ethnic Group

White	176	100	4.1	14.6	24	57.3	81.3	66.4	49.2	97	96.1
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African American	32	100	31.3	25	28.1	15.6	43.8	15.3	17	97.4	95.8
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	96.5	97.3
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	92.3	96.2
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	98.3	95.7
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Disability Status

Disabled	21	100	42.9	14.3	19	23.8	42.9	16.6	14	95.4	94.7
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97	96.3
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Socio-Economic Status

Subsided meals	26	100	38.5	23.1	19.2	19.2	38.5	17.1	21.1	96.3	95.5
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Social Studies

All Students	209	100	4.4	16.3	16.3	63.1	79.3	40.2	34	97	96
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Gender

Male	104	100	2	12.9	16.8	68.3	85.1	42	36.6	96.9	95.8
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Female	105	100	6.9	19.6	15.7	57.8	73.5	38.3	31.3	97.1	96.1
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Racial/Ethnic Group

White	182	100	2.3	14.1	15.3	68.4	83.6	63.3	44.5	97	96.1
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African American	21	100	23.8	33.3	23.8	19	42.9	19.1	19.1	97.4	95.8
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	96.5	97.3
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	92.3	96.2
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	98.3	95.7
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Disability Status

Disabled	16	100	20	20	13.3	46.7	60	18.2	14.4	95.4	94.7
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97	96.3
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Socio-Economic Status

Subsided meals	21	100	20	35	20	25	45	20.1	21	96.3	95.5
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\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	105	100	4	12.1	52.5	31.3	83.8
	4	114	100	5.4	19.6	57.1	17.9	75
	5	111	100	9.3	28.7	54.6	7.4	62
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	100	4.2	8.5	43.2	44.1	87.3
	4	94	100	2.2	13.2	63.7	20.9	84.6
	5	113	100	5.5	23.6	59.1	11.8	70.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	105	100	4	40.4	25.3	30.3	55.6
	4	114	100	6.3	17.9	25.9	50	75.9
	5	111	100	6.5	24.1	26.9	42.6	69.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	100	4.2	23.7	26.3	45.8	72
	4	94	100	2.2	15.4	34.1	48.4	82.4
	5	113	100	1.8	14.5	32.7	50.9	83.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	54	100	12.2	26.5	40.8	20.4	61.2
	4	114	100	8.9	18.8	32.1	40.2	72.3
	5	57	100	7.7	23.1	19.2	50	69.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	11.7	21.7	25	41.7	66.7
	4	94	100	5.5	13.2	25.3	56	81.3
	5	58	100	8.9	16.1	21.4	53.6	75
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	53	100	4.2	6.3	33.3	56.3	89.6
	4	114	100	6.3	22.3	26.8	44.6	71.4
	5	57	100	13.5	17.3	9.6	59.6	69.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	1.7	12.1	17.2	69	86.2
	4	93	100	4.4	16.7	22.2	56.7	78.9
	5	56	100	7.3	20	5.5	67.3	72.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample